

LEA Application Part II

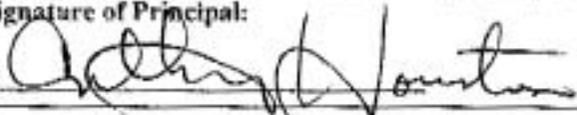
ATTACHMENT III**SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Mumford HIGH School 550	District Name and Code Detroit
Model for change to be implemented:	

School Mailing Address: 17525 Wyoming Detroit, MI 48221	
Contact for the School Improvement Grant:	
Name: Ricardo Martin	
Position: Assistant Principal	
Contact's Mailing Address: 17525 Wyoming Telephone: 313-623-0056 Fax: 313 651-0836 Email address: ricardo.martin@detroitk12.org	
Principal (Printed Name): Anthony Houston	Telephone: 313-204-5671
Signature of Principal: x 	Date: 9/12/10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	21.8%	23.3%	22.6%	9.8%	8.2%	8.1%
Race/Ethnicity	21.8%	23.3%	22.6%	9.8%	8.2%	8.1%
Students with Disabilities	15.4%	19.3%	13.8%	8.4%	9.1%	6.2%
Limited English Proficient (LEP) (This figure is based on less than 10 students)	42.1%	35.1%	35.3%	34.4%	32.4%	23.6%
Homeless	0	0	0	0	0	0
Neglected & Delinquent	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Gender						
Male	21.3%	19.7%	19.4%	9.1%	7.9%	8.3%
Female	25.8%	26.3%	24.8%	9.6%	8.4%	7.9%
Aggregate Scores						
State						

1. The above sub-group data reveals on average that between 20-25% (1 in 4) of our Mumford students are meeting state standards on State Proficiency tests in Reading and less than 9% (1 out of 10) of our male and female population are achieving success in math. These statistics on Mumford are sad especially important when we consider our population. To correct this problem we will target intensive test taking review strategy classes, more rigorous teaching practicing, beginning in grades 9 and 10 and incentives for those students and teachers who perform at high standards. We also need supports to make our Quarterly Benchmark assessments more effective and incentives to increase our attendance and participation on exams.

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity *African American Students	2178	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Disabilities -	129	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Homeless	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	25								
Gender									
Male	1103	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	998	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Totals	2183								

*The above data show that Mumford has high retention rates. Our course offerings of academics and elective classes are desirable and students really like attending the high school. We do not have a problem in enrollment. We are a very sustainable school. The chart also says that we need to do a better job at data collection. Beginning this fall our instructional specialists and leader teachers will be assigned to collect data so that we can populate absences, suspension, truancies and unduplicated counts fields above.

Target to improve problem – Hire instructional specialist with multi-duties to include coaching teachers and data collection over the four data areas: program data, demographic data, achievement data, and perception data.

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity	2178	n/a	n/a	65%	n/a	n/a
Disabilities	129	n/a	n/a	68%	n/a	n/a
LEP	3	n/a	n/a	100%	n/a	n/a
Homeless	0	n/a	n/a	n/a	n/a	n/a
Migrant	25	n/a	n/a		n/a	n/a
Gender					n/a	n/a
Male	1003	n/a	n/a	34%	n/a	n/a
Female	1089	n/a	n/a	86%	n/a	n/a
Totals	2092	n/a	n/a		n/a	n/a

- See charts below for an explanation of Archival Data on Mobility and Discipline data. The most striking statistics from the chart above is that only 29% (less than 1/3) of our male students graduate are pass their classes and get promoted into the next grade. The remainder either makes up the courses in Summer School, transfer to another school, or drop out of high school all together. This data is critical since we have over 1000 male students in our building.

Our target recommendation to fix this problem is to increase male mentorship program, increase male assemblies with guest speakers targeted at those males who are failing. Every single male student in Mumford who fails any class will be assigned a mentor.

Archival Data (duplicate charts for multiple years of data)

Mobility Data

Year: Fall 2009

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	n/a	n/a	n/a
1	n/a	n/a	n/a
2	n/a	n/a	n/a
3	n/a	n/a	n/a
4	n/a	n/a	n/a
5	n/a	n/a	n/a
6	n/a	n/a	n/a
7	n/a	n/a	n/a
8	n/a	n/a	n/a
9	498	447 (does not include transfer students) (does not include transfer students)	43
10	470	520 (last fall)(does not include transfer students)	79
11	585	611 (as 9th grade)(does not include transfer students)	101
12	422	517 (as 9th grade)(does not include transfer students)	96

Discipline Data

Year: Fall 2009

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	498	41 daily	n/a	14 daily	10 daily avg.	4 per week	1 per two weeks	n/a	n/a
10	470	35 daily	n/a	11 daily	9 daily avg.	2 per week	1 per month	n/a	n/a
11	585	21 daily	n/a	9 daily	6 daily avg.	1 per 4mths	1 per quarter	n/a	n/a
12	422	15 daily	n/a	1 daily	3 per week	1 per semester	1 per semester	n/a	n/a
								n/a	n/a

*in school / out of school

The above chart depicts is evidence of our average number of suspensions for each grade level. The most important evidence here is that 9th and 10th graders are

causing the majority of the problems and interruptions in learning during any given school day.

Target to fix this problem

- 1) Structure ongoing small learning communities designed to increase incentives on a monthly basis so as to effect positive change in school culture and foster a positive learning environment targeting ninth and tenth grade so as to create a voice for them around the building.
- 2) Support quality teaching staff by providing them with intensive classroom management training skills that engage students and create less invasive attitudes. Finally, support students in the area of school uniforms. Many students in 9th and 10th grade do not have adequate uniforms and come across very awkward in the faces of their peer groups.
- 3) We recommend a school uniform blazer jacket with crest on a 70/30 pay basis for every student at Mumford to create an absolutely uniform system of dress for students. Mumford will pay for \$20.00 of the blazer. The student will pay for the other \$10.00 for year one (take ownership fee). Blazers will be refurbished at the end of the year for graduating seniors during year two and three.

Enrollment and Graduation Data – All Students

Students

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration known as AP	Early HS graduation	# of Retentions/ Failure of courses	# of Dropout/ Transferred out	# promoted to next grade
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	591	n/a	0	0	128	110	300
10	539	n/a	52	0	191	46	388
11	572	n/a	85	0	178	39	409
12	490	n/a	70	1	124	24	385

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
7	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
8	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12	n/a due to K-12
9	0 but honors begins this 2010	0 but honors begins this 2010	0 but honors begins this 2010	0 but honors begins this 2010	0 but EDP's begins this 2010
10	52	Program will be restored in the fall 2010	Program will be restored in the fall 2010	0 – due to offered at 11 th and 12 th grade level	0 but EDP's begins this 2010
11	85	Program will be restored in the fall 2010	Program will be restored in the fall 2010	149	0 but EDP's begins this 2010
12	70	Program will be restored in the fall 2010	Program will be restored in the fall 2010	118	0 but EDP's begins this 2010

The above data suggest we need to expand our Extended Learning Opportunities. We want to target Dual Enrollment with two neighboring colleges (Section 2). We want to create an International Baccalaureate for Year 2. We also want to create a system for EDP's to begin in the Fall 2010 for every student at Mumford.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at:
www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
<p>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.)</p>			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

a) Mumford High School has a 100% fully supportive and cooperative staff, community, parent organization, security, vision and purpose to implement necessary elements of the school improvement grant application for the purpose of dramatic school change.

b) Our partnership with EdisonLearning has been the most vital reform strategy to date at Mumford High School. This past school year our relationship between why are these consultants bothering us and our staff members and now has grown into a working relationship school to rebuild areas we have been found to be the most weak in.

c) Edison provided us with a diagnostic assessment and ongoing monitoring to within a 200 page prescription document about how to fix Mumford.

d) Through the EdisonLearning professional developments on Learning Environment, School Culture, Rigor, Using Data to Drive and Shape Instruction, and a newly refined system of benchmarks our staff has ways to best shape our environment to effectuate change we have so long needed.

e) What has been reiterated over and over from staff is the fact that building four walls data around our school will enable us to increase the weak areas but shape an environment where the kids are performing well academically and that we also are paying attention to their emotional needs as well.

f) Among the EdisonLearning deliverables from their Alliance Achievement Team that we have received so far are: How to Design Small Learning Communities, Using Rigor in the Classroom, EdisonLearning College NEXT Program, School and Learning Culture training for our staff, Dedicated on-site support on a weekly basis. What we expect from the Alliance and hope to achieve immediately results in is their ability to do the following for our new hand-picked staff at Mumford:

g) All of the school's stakeholders are prepared to implement the necessary elements of the school improvement grant application for the purpose of dramatic school change.

h) All members of our school community are committed to working in a collaborative manner with our external partner provider, EdisonLearning.

r) Active contributors to the drafting and redrafting of this plan make-up the effectual body of our school improvement team: Anthony Houston, Principal, Ricardo Martin, Assistant Principal, Barbara Brooks, SIP Chairperson, consultant providers from Edison Learning Karen Eldridge, Eric Chism, Georgia Hubbard, William Polite, and EL's off-site locations.

2. Explain the school's ability to support systemic change required by the model selected.

As a turnaround model, Mumford's goal is to facilitate systemic change that is doing and will do the following to support dramatic change and continuous school improvement:

- 1) First and foremost replace the principal. The principal of Mumford was replaced with a new principal. Linda Spite was the previous principal. Anthony Houston is the new principal. With the advice of our partner EdisonLearning and School Improvement Team and Principal we believe the most vital systemic change is at the top of our school hierarchy. As such the (and mentioned later in this application) Principal and Assistant Principal designee(s) will plan and promote leadership initiatives to include: a) scheduling two formal observations each am and several informal walkthroughs during the remainder of the day. Principal and Assistant Principal designee(s) will review lesson plans by grade on a schedule consistent with DFT contract. Principal and Assistant Principal designee(s) will further provide formal and informal feedback given to teachers within a prescribed period of time after each observation. Principal and Assistant Principal designee(s) will provide academic feedback to teachers (formally and informally) each day. Principal and Assistant Principal designee(s) will schedule two blocks of time each week with Leadership Team and blocks of time to meet with Literacy and Math Coaches in addition to Team Meetings.
- 2) As a Priority School we are screening all existing staff and rehiring no more than 50%. A selection panel was formed consisting of the Principal, Assistant Principal(s), Detroit Federation of Teachers representative, and other designee deemed experienced in the subject matter/job duties for which the requirement entails. We do this as well for the purpose of interviewing the best candidates for teaching positions. Teachers expressing an interest in Mumford and who have actively taught at Mumford are given first priority for the available positions. However, if vacancies remain after active staff has been interviewed, laid off teachers and external candidates may be interviewed. Mumford clerical staff expressing interest in our Priority School will participate in an interview but only with the Principal. Staff in our school who was previously assigned as a Teacher, Clerical, or SSA will be assigned to an interview slot unless they indicate their preference not to be assigned at our school.
- 3) Implement financial incentives to staff who perform well based upon leadership pay that effectuates student high academic achievement, school climate, rigor and learning environment to include 100% attendance (perfect attendance bonuses), 1-2 absences bonuses, and 3 absences bonuses for entire school year. Perfect attendance

Professional Development bonus: make it to all PD's and you get a bonus. (Exclusion: is if you show up late tardy to work or 15 minute late to PD's). Lead Teacher in Core Subjects - pay \$1000 for the year. Duties to include but not limited to: creation of agendas at every meeting, sign-in sheets to be turned in at end of meeting and no later than the end of 7th hour of the day of the meeting and for small learning community planning by houses, agree bi-monthly administrative meetings on the second and fourth Tuesday each month. No more than four lead teachers can receive this pay: English (1), Math (1), Science (1), and Social Studies (1).

- 4) Monthly PD will provide staff ongoing, high quality, job embedded PD aligned with instructional program and designed with school staff: Professional Development at Mumford will occur three Wednesdays per month at staff meetings. And one after school 3-4 hours paid staff professional development.

Using Data to Drive Instruction - Learning Village Training, Data4ss, Quarterly Benchmark Training uses (Motivating students to use Benchmarks to drive their own assessment), Learning Environment Training.

- 5) At Mumford we have adopted a new governance structure to include administrative team, DFT representative, new instructional staff (2), a Central Office person, added additional parents(2), and student leaders (2).
- 6) Our Professional Development with EdisonLearning and ISD Wayne Resa supports and communicates data that identifies and implements instruction that is research-based and vertically aligned from one grade to the next as well as with State academic standards so that we can target needs of our students. What will make Mumford better in the critical areas of need we have identified is the fact that our partnership with Edison is not a managed partnership of our school but rather a comprehensive schools-based solution aimed at providing regular and frequent at-elbow support for teachers and principles in all components of achievement. We are working diligently to achieve this through: a) On site support team b) Leadership and teacher development to build capacity c) Learning environment and school organization implementation d) Curriculum and instruction tools and e) School-based achievement planning and monitoring.
- 7) We will promote continuous use of student data to inform and differentiate instruction to meet student needs. We will do this by meeting with our leadership team to discuss and develop strategies to be shared with teachers in common planning sessions. As a result the leadership team weekly functions will be: 7a) provide Quartile Analysis of Student Data 7b) Development and review of Instructional Implications for students by class 7c) Group decisions regarding next steps for each student with Literacy and Math coaches through ISD Wayne Resa as well as a school wide instructional specialist 7d) Principal and/or designee Assistant Principal will meet with Attendance Team (including Attendance Agent) bi-weekly to discuss student attendance as this affects the ability of student achievement 7e) Principal and/or designee Assistant Principal will meet with Edison Learning to develop a plan to use job embedded professional development, data driven lesson planning 7f) Principal and Assistant Principals will serve as the voice and

presenter of the school's plan for change 7g) Staff will be trained to use data to guide instruction and make data driven decisions (see Professional Development Calendar).

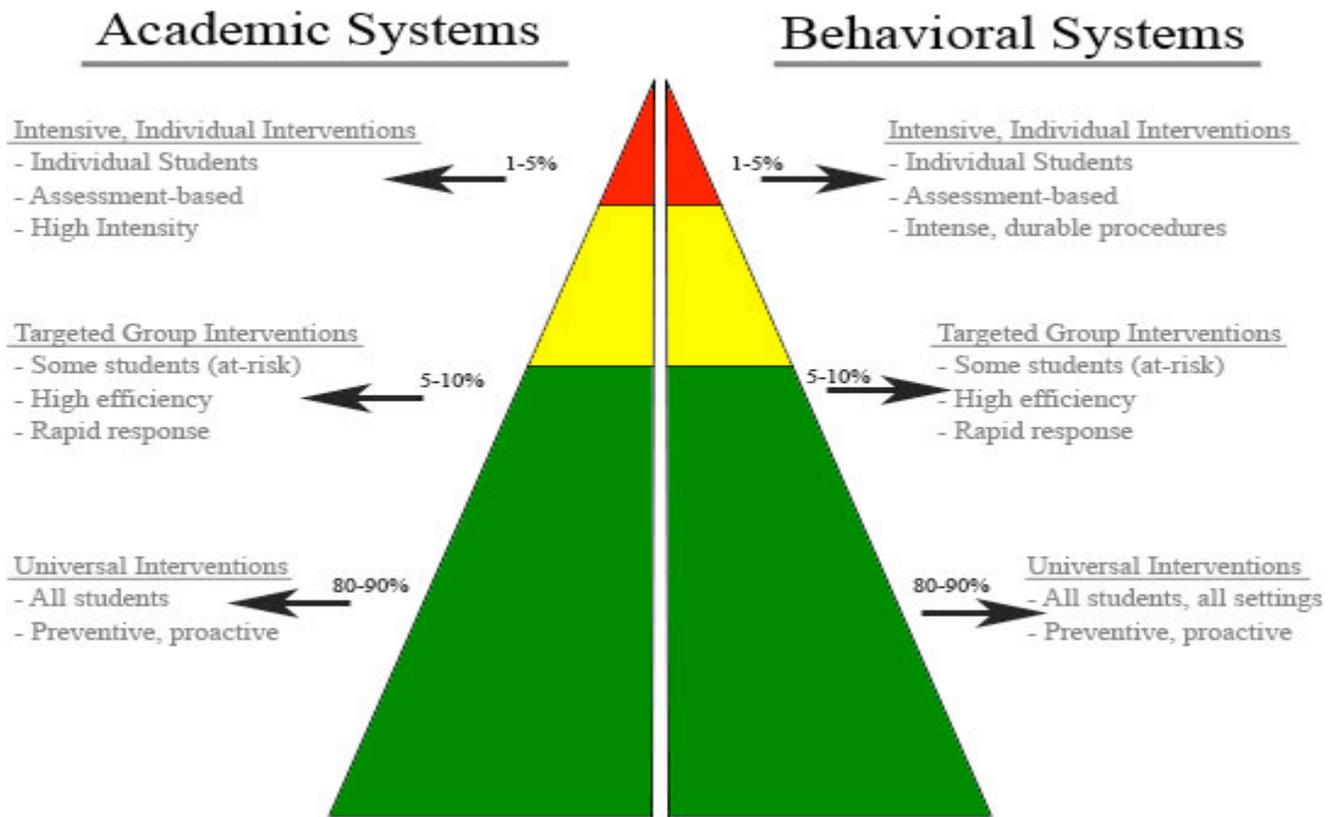
- 8) We have established schedules and implemented strategies that provide increase learning time through creation of extended day activities designed to pay teachers for an extra hour of teaching Tuesday-Thursday and Monday-Wednesday. One hour extra pay per day teachers.

This is designed to assist our overage and under credit student population. Students who need challenge will be recommended to our Mustang Edge program designed for students with a 2.5 cumulative grade point average or higher who need an elite edge in addition to advanced placement and honors classes as well as online course offerings. Once teachers (preferably four in main content areas: English, mathematics, science and social studies) have been trained during semester one in use of Blackboard our online component will be scheduled to begin in January 2011.

- 9) Our plan includes social-emotional and community services and supports for students. Funds set aside for mentoring speakers from reputable entities, guest speakers to include Prosecutor's office, conflict resolution specialists, motivational speakers. To address our student Mumford Leadership Academy – dress code in reusable blazers for three years for each student. Estimate costs at \$30.00 each. Order 2000 uniforms where parents should pick up half of cost at We pick up half. Total is \$60,000 paid in Year 1. Students will turn blazer back in to the school upon transferring from school, exclusions from school.

- 10) We conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement. These reviews include teacher commitment to walk thru, commitment to delivering rigorous instruction, relevant instruction, and building rapport with the students we serve and a duty to holding each other accountable.

- 11) We implement a school wide Response to Intervention (RTI) model. The Integration of Academic and Social Behavior model is a three tier approach and the system our staff will have Professional Development and Small Learning Community training in to ensure our Counseling Department, Dean of Students, Assistant Principals, Instructional Staff, and led by our Principal understand how interventions work.



Integration of Academic and Social Behavior Three-Tiered Continuum of Behavior Support

SOURCE: Sugai, G. (June 23, 2001). School climate and discipline: School-wide positive behavior support. Keynote presentation to and paper for the National Summit on Shared Implementation of IDEA. Washington, DC. Reprinted with permission.

- 12) We increase rigor. Every class whether AP or not will have an increased focus and delivery of instruction to introduce differentiated instruction and challenging pieces designed to force students to think critically and on higher levels.
- 13) We offer summer transition programs or freshman academies. Summer Bridge Program begins at Mumford the week of August 23-27. This orientation program is held from 8 a.m. until 12 noon and designed to expose our ninth graders to the demands of high school, school policy and procedure, support systems, incentives, how testing works – Benchmarks Data Systems, scheduling, and introduction to our College Next component.
- 14) We establish early warning systems to identify students who may be at risk of failure. Those students who risk failure will be referred to our Dean Of Students who will develop a plan of action in collaboration with the parents ensure success. The Dean of Students with the assistance of Teachers will monitor progress reports and Benchmark scores and generate a list of potential failures by the eighth week of school. Teachers will utilize their phone logs to ensure that follow up communication is made with parents for any students receiving a “D Grade” or below. These students will be referred to on a log as Early Warning System (potential failure of courses) as referred to Dean for extra tutoring as an extended learning opportunity to increase grades and

focus on item analysis weaknesses on Benchmarking test scores as made available. Teachers will identify students who score below standards on each benchmark and students will be referred to Early Warning Systems and Dean Of Students and Small Learning Communities for support and immediate intervention measures.

- 15) We provide increased learning time. As mentioned previous a secondary component to our Early Warning System is provided those students who need it increased learning time during Extended Day and Tutoring to complete work that was missed as a preliminary backup to prevent course failures.
- 16) We provide ongoing mechanisms for family and community engagement. Parent Forums, Local School and Community Organization meetings, and the use of our new Big Mouth System is designed to keep parents and community engaged in student learning and success. The Big Mouth System is a communication tool whereby every week an activity, events, and calendar formatted voice message is communicated to parents by telephone. This message goes out to every single student at Mumford and is designed to alert the parents of critical dates and activities that effect/affect their children. Our systems of tracking all telephone numbers that are updated and working makes the Big Mouth systems our most effective and immediate communication tool to our parent and community volunteers.
- 17) We are partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs. Each quarter a Parent Forum will be held in response to the high need of partnering and maintaining communication that is relevant to every child's success. Our partnerships with stakeholders include communications about every aspect of a students life which includes: College Night, Curriculum Night, Parent Data Night, Preparing for Homecoming and Proms, Safety Communications, Clean Environment, Balancing Academics and Athletics, Health Center, College Deadlines, Dates, Tours, and Trips by grade level, Parent Resource Center, Volunteering, Parent Teacher Conferences, Testing, Creating a Learning Environment at Home, and more...
- 18) We are extending and restructuring the school day to add time for strategies that build relationships between students, faculty, and other staff. One of the biggest needs is creating extended day programs for students. At the high school level it is vital to meet the needs of students who could possibly fall through the cracks, socially and emotionally. Student who do not become involved in activities like sports and band and other organizations are need a system in place to assure them that they belong and are supported by our environment. This is where our Extended Day (to meet twice per week) Activities will play a major factor in building school culture and learning environment. Teacher will be paid one hour after school from the 7th to 8th hour to provide students time to be getting help with finishing work they did not get to finish or understand during the day. Students will also be allowed to explore career interest, receive test taking strategies, perform research for college and work on their educational development portfolios (EDPs) during the extra time.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access). Mumford High School source: data4ss.org

2007/2008 School Year - Reading MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
07-08 School	0	0	111	28	139	35	147	37	111	28	286	72	397
07-08 District	15	0.3	1674	35.1	1478	31	1597	33.5	1689	35.5	3075	64.5	4764
07-08 ISD	322	1.6	9768	49.9	4876	24.9	4594	23.5	10090	51.6	9470	48.4	19560
07-08 State	2842	2.5	67473	59.4	24038	21.2	19289	17	70315	61.9	43327	38.1	113642

2008/2009 School Year - Reading MME Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
08-09 School	0	0	96	23.5	137	33.5	176	43	96	23.5	313	76.5	409
08-09 District	20	0.4	1563	34	1486	32.4	1523	33.2	1583	34.5	3009	65.5	4592
08-09 ISD	355	1.9	9208	48	5140	26.8	4468	23.3	9563	49.9	9608	50.1	19171
08-09 State	3036	2.7	63904	57.2	26498	23.7	18366	16.4	66940	59.9	44864	40.1	111804

**2007/2008 School Year - Mathematics MME Proficiency Report for Wayne RESA, Detroit City School District,
Mumford High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
07-08 School	0	0	30	7.6	57	14.5	307	77.9	30	7.6	364	92.4	394
07-08 District	23	0.5	652	13.8	640	13.5	3409	72.2	675	14.3	4049	85.7	4724
07-08 ISD	1353	6.9	5150	26.4	2844	14.6	10130	52	6503	33.4	12974	66.6	19477
07-08 State	11418	10.1	40853	36.1	18015	15.9	42948	37.9	52271	46.2	60963	53.8	113234

**2008/2009 School Year - Mathematics MME Proficiency Report for Wayne RESA, Detroit City School District,
Mumford High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
08-09 School	3	0.8	28	7.4	41	10.8	307	81	31	8.2	348	91.8	379
08-09 District	58	1.3	657	14.9	646	14.6	3053	69.2	715	16.2	3699	83.8	4414
08-09 ISD	1474	7.8	5295	28.2	2745	14.6	9295	49.4	6769	36	12040	64	18809
08-09 State	13741	12.4	40973	37	16533	14.9	39629	35.7	54714	49.3	56162	50.7	110876

**2008/2009 School Year - ELA MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District,
Mumford High School - Grade 11**

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
08-09 District	12	28.6	17	40.5	13	31	29	69	13	31	42
08-09 ISD	19	28.8	29	43.9	18	27.3	48	72.7	18	27.3	66
08-09 State	80	27	109	36.8	107	36.1	189	63.9	107	36.1	296

2009/2010 School Year - ELA MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
09-10 District	15	31.9	15	31.9	17	36.2	30	63.8	17	36.2	47
09-10 ISD	22	28.2	28	35.9	28	35.9	50	64.1	28	35.9	78
09-10 State	117	33.7	122	35.2	108	31.1	239	68.9	108	31.1	347

2008/2009 School Year - Mathematics MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
08-09 District	7	16.7	13	31	22	52.4	20	47.6	22	52.4	42
08-09 ISD	15	22.7	18	27.3	33	50	33	50	33	50	66
08-09 State	69	23.2	81	27.3	147	49.5	150	50.5	147	49.5	297

2009/2010 School Year - Mathematics MI-Access Participation Proficiency Report for Wayne RESA, Detroit City School District, Mumford High School - Grade 11

Category	Surpassed	%	Attained	%	Emerging Toward	%	Number Met	%	Not Met	%	Total Students
09-10 District	13	27.7	13	27.7	21	44.7	26	55.3	21	44.7	47
09-10 ISD	17	21.8	23	29.5	38	48.7	40	51.3	38	48.7	78
09-10 State	71	20.5	120	34.7	155	44.8	191	55.2	155	44.8	346

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

We are committed to systematically collecting and analyzing various types of data, including demographic, operational, process, perceptual, and achievement, to guide the decisions we make to help improve the academic success of our students and each school's learning environment. We will begin this endeavor by organizing each school's team structure for collaborative effort. Our collective focus will be on data-driven instruction and decision making. We will begin by administering assessments to all students and by identifying all data that we will collect during the year and determine efficient systems and processes for doing so. Then we will develop an early warning system to identify which students are at risk for difficulties with certain subjects and provide more intensive and comprehensive support to students identified as at risk; in addition, we will track student attendance and behavior to determine interventions needed, as these are directly related to student achievement.

We have reviewed scientifically based research to guide our school improvement planning and to select activities and strategies to meet the needs of all of our students so they can learn effectively. We used, and will continue to use, scientifically based research and resources from a variety of sources to guide our school improvement planning, including:

- Alliance for Excellent Education (<http://www.all4ed.org/>)
- Assessment and Accountability Comprehensive Center (<http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm>)
- Center on Innovation & Improvement (<http://www.centerii.org>)
- Center on Instruction (<http://www.centeroninstruction.org/>)
- EdisonLearning (<http://www.edisonlearning.com/>)
- MDRC (<http://www.mdrc.org/>)
- Michigan Department of Education (<http://www.michigan.gov/mde>)
- National Comprehensive Center for Teacher Quality (<http://www.tqsource.org/>)
- National High School Center (<http://www.betterhighschools.org/>)
- National Staff Development Council (<http://www.nsd.org/>)
- U.S. Department of Education (<http://www.ed.gov/>)

Mumford's instructional staff of leaders is further committed to continuous use of data which coordinates our school improvement plans based on the data driven needs of students.

- 1) Administrators and teachers who are committed to the school improvement process meet once a week to discuss and plan how to achieve the ELA, mathematics, science and social studies goals we have set.
- 2) With the addition of our Action Portfolio these meetings will become even more specific and productive because we can look for elements within the framework that will enable us to become an effective school. Under our new model members of our instructional team will be divided up into groups to meet weekly to report out on and discuss sections of how to best use data from SIP templates, Rubrics, CNA, Title I Comprehensive Needs Assessments and data formative data from MEAP, MI ACCESS, ACT/MME, NAEP, DPS Quarterly Benchmarks, Content Literacy Continuum (CLC), Kaplan Pre and Post Tests to increase test scores and environments so that our students can have success.

- 3) A key component of this model is our commitment to a tiered instructional framework that groups students in instructional settings where they can best become successful. Some new staff has been trained while others will be trained in strategies to increase rigor in all classes through the use of Reading Across the Content Areas and Edison Learning strategies. Additionally, more rigorous courses have been added including Pre-AP and AP classes.
- 4) Cornell Notes and Frayer Models are but two of a listing of weekly and monthly Edison Learning scientifically research based professional developments which were received well by staff last spring and will continue into the fall for new staff members. Continuous professional development workshops presented by Wayne Resa and Edison Learning are not only committed to best practices but aligned to maintenance and implement those target areas students have been found to be most weak in.

Other Research Based Instructional Program practices include:

As new Principal the new School Leadership team will meet twice a week. The Principal and team will develop instructional agenda based on interim, standardized and other student generated data. The master schedule for the year will include common planning periods whereby teachers who agree to teach at Mumford will meet once a week within an extended school day function which may be before or after school and/or during uniform preparation periods. The Common Planning period agendas will be generated from the Principal's Leadership Team Meetings which will address current instruction, interim assessment, and other documented concerns for the school as it applies to each grade and to the effective movement of the entire school. In concert with our Provider Edison Learning we are developing a calendar for: formal and informal observations of all teachers; calendar of observation dates and times for all teachers with pre and post conferences.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Each school will create a structure for collaborative teaming inclusive of stakeholders from the community as well as instructional staff. The principal and/or designee will build a specified meeting times into the master calendar. A weekly agenda, SMART goals, and minutes will be generated and discussed so as to regularly organize for effort and establish clear expectations and measurable goals and objectives.

The new Mumford turnaround model has both time and electronic provisions built in to ensure teachers, administrators, counselors, and other support staff meets face to face and online to best ensure collaboration which is timely and active among all Mumford staff members. One desktop computer will be in every teacher's classroom in addition to the library-media center access. Common planning times are a scheduling feature that will allow staff to meet to plan and discuss. Staff can meet in the classroom or lounge areas. Meeting notes will be archived

and shared via email and staff mail boxes. This will enable staff to practice teamwork and experience the need for timely communications.

Another goal of active collaboration is to discuss how we can better use data to evaluate and monitor weekly and monthly professional development to see where and if it is making an impact in the classroom. And if it is not making an impact we will want to what is preventing success of causing real and meaningful change to take place. We will establish a culture and learning environment where high expectations is the watchword and modeling behavior we expect our students to exhibit is modeled by adults. The goal of Mumford collaboration is to continuously create an environment where staff experiences support and learns from each other.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Faculty and community input were sought in the initial planning stages. We will seek continued support and involvement of all stakeholders to ensure continuity of our reform efforts. As we interview and hire new staff, we will explain our school improvement reform measures, which include high levels of accountability, a large amount of professional development, flexible and extended schedules, collaborative work, and emphasis on use of data to meet the individual needs of students.

A critical dimension to effective schooling is parent and community involvement. Research has shown conclusively that parent involvement improves student achievement. To understand the collaborative efforts of Mumford, it is vital to understand demographics that make the school important. Mumford is located in one of the most stable areas of Detroit. Although our district is boundary free the majority of our students live in subdivision that while effected by foreclosure and the economy still provides a safe and clean and orderly business district. Our students live in the University District, Green Arces, Palmer Woods, and Sherwood Forest subs. In order to build an effective home-to-school partnership Mumford provides annual orientation meetings where parents meet with their child's teacher to be assured of their rights and responsibilities of active parenting.

This parental strategy includes written communications in the form of take home letters that foster understanding and effective communication between parents and school. Mumford parental involvement program is has designed schedules that a flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement requirements, as well as local academic assessments. Meetings also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.

The programs implementation schedules a varied number of meetings and conferences in order to accommodate the needs of the parents. We schedule a minimum of four (4) Parent-

Teacher Conferences, where the progress of the student will be discussed as well as the expectation that the teacher or parent may have.

We will further have continuous communication to assist parents in understanding the school curriculum and student achievement through newsletters, notes, report cards, progress reports, handouts and mailings. As a result one of the most important evaluation tools for the upcoming school year (and what will enable us to move our parental focus forward) is using surveys to gather data at the end of each parent meeting so that we can best monitor how we are performing as a school from parental perspectives.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Opening Statement

Research shows that sustainability in educational change includes improvement that sustains learning and is not merely change that alters schooling. True reform cannot be sustained unless implementation is done with teachers, rather than to teachers. Reform includes improvement that endures over time and is shared responsibility (Blankstein, 2010). Organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. Unless school leaders are willing to champion the cause of analyzing data regularly and using the results to make decisions for the school, data work will not become a meaningful part of school wide reform (Bondett, City, & Murnane, 2008). Given this, and other well-known research about best practice related to effective school improvement, we have planned the following activities and strategies for the improvement of our school.

Leadership

Principal

The principal will focus on building leadership capacity throughout the school, achieving student learning goals, and improving instruction. In order to accomplish this, the principal will:

- actively participate with the school's teams and will be the leader of the Administrative and Instructional Leadership Teams;
- attend individual Instructional Team (grade level or content area) meetings at least twice a month to help convey the focus on instructional improvement and student learning outcomes;
- provide academic feedback to teachers (formally and informally) each day;
- conduct at least two formal observations each morning and then several informal walk-throughs during the remainder of the day;
- provide formal and informal feedback to teachers within a prescribed period of time after each observation;
- review lesson plans by grade level on a schedule consistent with the contract with the Detroit Federation of Teachers;
- model the importance of challenging and monitoring the correction of unsound teaching practices;
- ensure that there is a data driven instructional program centered around collaborative work;
- ensure that operational data (student and teacher attendance, student discipline) is used to improve the instructional program;
- ensure that there is a culture of recognition and celebration regarding individual, team, and school successes, especially related to student learning outcomes; and
- offer frequent opportunities for staff, parents, and students to voice constructive critique of the school's progress and suggestions for improvement

Administrative Leadership

The principal, assistant principals, and instructional coaches will regularly monitor curriculum and classroom instruction. The goal of the principal and assistant principals will be to spend at least 50% of their time working directly with teachers to improve classroom instruction, including classroom observations. The Administrative Leadership Team will actively support the principal in: a) observing and providing feedback to teachers; b) participating on and with teams; c) reviewing lesson plans; d) ensuring that there is a data-driven instructional program and that data is used to make decisions; e) ensuring that operational data is routinely reviewed and used to improve instruction; f) addressing unsound teaching practices; g) recognizing and celebrating successes related to student learning outcomes; and h) offering opportunities for stakeholders to voice constructive criticism and suggestions for improvement.

Early Warning System

The school will develop an early warning system based on evidence-based indicators and will assign staff to create a plan to monitor indicators of student risk over the course of the year and identify those at risk of dropping out. A system will be developed to regularly and systematically collect student achievement and operational data, and it will be reviewed as a part of the early warning system. (see previous section for specifics)

School Organization

Collaborative Team Structure

Creating a collaborative environment has been called the single most important factor in sustaining the effort to create a learning community. Time for collaboration must be built into the school day and year, and the purpose of collaboration must be made explicit (DuFour, 1998). In addition, the promise of sustainable success in education lies in creating cultures of distributed leadership throughout the school community, not in training and developing a leadership elite (Blankstein, 2010).

In order to create a collaborative environment with shared decision making, a team structure, with specific duties and time for instructional planning, will be established and guide the school's improvement efforts and plan. All teams will have written statements of purpose and norms for how the team will operate; every team will operate with work plans for each quarter with specific areas of focus related directly to the school's improvement plan that is guided by student achievement and operational data. All teams will prepare agendas for their meetings and will maintain official minutes. The leader of each team will maintain a file of agendas, work products, and minutes of all teams, and will provide the principal with a copy of such each week. We will create a school atmosphere that features trust, professionalism, and shared leadership, fostering a positive, collaborative, and team-oriented school culture.

Administrative Leadership Team

The school's Administrative Leadership Team, consisting of the principal, assistant principals, and other key instructional staff such as instructional coaches, will meet with the principal two times each week to drive instruction. The principal and the

Administrative Leadership Team will develop an agenda for each meeting that is focused on instruction and is data-driven; minutes will be taken and distributed to the team within two days of the meeting. The Administrative Leadership Team will regularly look at school performance data and individual and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. The data will include interim, standardized, and other student generated data. The Administrative Leadership Team will also be responsible for developing calendars for the year that will guide the team's and school's work in the areas of: Professional Development, Student Assessments (including when they will be administered, and when and how data will be reviewed), and Teacher Observations (including when formal and informal observations of all teachers will occur, including pre- and post-conferences, and who is responsible).

Instructional Leadership Team

The school's Instructional Leadership Team, consisting of the principal, assistant principals, teachers who lead Instructional Teams, DFT reps, and other key professional staff will meet two times a month to drive instruction. This team will serve as a conduit of communication to the faculty and staff. All Instructional Leadership Team meetings will include discussion of and development of strategies to be shared with teachers in common planning sessions based on current data. The Instructional Leadership Team meetings will follow the same format as those outlined above for the administrative team – there will be agendas focused on instruction and current data from a variety of sources will be used; and minutes will be taken and distributed after each meeting. The calendars developed for Professional Development and Student Assessments will also guide the work of this team. The Instructional Leadership Team will regularly look at school performance data and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. Data gleaned from teacher observations, such as trends by content areas and grade levels, will be shared and used by this team to plan for improvement and strategies to be implemented. Meetings will include discussion of and development of strategies to be shared with teachers during common planning sessions.

School Improvement Planning Team

The School Improvement Planning Team will be comprised of the Instructional Leadership Team. In addition, parents and other community members will serve on this team. The team will be responsible for engaging in a continuous examination of school practices and will make sure that the school improvement plan guides the school's instructional practices and decision making. This team will also make sure that the budget is aligned with school improvement priorities.

Instructional Coaches Team

There will be two instructional coaches who will serve the areas of English and Math. The instructional coaches will be members of the Administrative and Instructional Leadership Teams. In addition, the coaches will meet individually with the principal twice a week to review student and teacher data and plan for next steps needed.

Instructional Teams

Teachers will be organized into Instructional Teams by grade level or subject area. Each team will have a teacher leader who will be a part of the Instructional Leadership Team. Teams will meet regularly to develop and refine units of instruction, alignment with state standards and grade level expectations, and review student learning data and apply it to instructional planning. Agendas for Instructional Teams, whose meetings will occur during a common planning period, will be driven by agendas from the Instructional Leadership Team meetings, current instruction, interim assessments, and other documented concerns for the school as it applies to each grade level, content area, and to the effective movement of the school. Our teams will meet twice a week.

Attendance Team

The school will have an Attendance Team to monitor student attendance and plan strategies to improve attendance for individual students. The principal will meet with the Attendance Team on a weekly basis to discuss student attendance and plan next steps as student attendance directly affects student achievement.

Partner Provider

The principal will work with the EdisonLearning team to develop a plan to use job embedded professional development and data driven lesson planning. In all instances, the principal will serve as instructional leader and will be the voice and presenter of the school's plan for change. The EdisonLearning team will serve as support for and coaches of the principal, the Administrative Leadership Team, and the Instructional Leadership Team.

Master Schedule

Schools that are successful in implementing significant changes regard collaborative time for teachers as a critical resource – an essential tool that enables teachers to enhance their individual and collective effectiveness (DuFour, 1998). Teachers will be provided with time to use time differently, allocating more time for monitoring student progress, data analysis, joint planning, and professional development.

Common Planning

Time will be built into the master schedule for common planning time for instructional staff by grade level or content area either during the school day or after school.

Accelerating Math and Reading Instruction

Accelerating math and reading instruction is critical to provide foundational skills necessary for mastery in other content areas (Portz & Gaudet, 2001). Double blocked schedules for ninth grade math and English will be implemented in an effort to accelerate instruction for students in those courses who read two or more grades below grade level. Note: All entering ninth grade students will be screened during the summer bridge program to determine their reading achievement level so that appropriate interventions and individualized learning plans developed. EdisonLearning's eEvaluate assessment system will be used to determine students' math and reading proficiency levels and to inform school data team discussions and to develop tiered interventions for students identified as needing intensive support.

Curriculum and Instruction

The following activities will be implemented in the area of curriculum and instruction at our school. In all cases, appropriate professional development will be provided to support initial and ongoing implementation. All professional development will be ongoing and job-embedded.

Response to Intervention (RtI)

RtI is a multi-level framework designed to support students who are at-risk for poor learning and behavior outcomes. The school with the support of the EdisonLearning team will focus on the essential elements of RtI: high-quality, research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation. (see RtI plan for Mumford above)

Using Student Data to Drive Instruction

Data will be used across four areas of data

Effective Teacher Behaviors – Applying Research-Based Principles of Learning

By applying research-based Principles of Learning in all lessons (i.e. organizing for effort, clear expectations, academic rigor, accountable talk, apprentice learning, etc), we will use research process tools and models such as EdisonLearning's Power of Teaching, discuss our systems for peer to peer training and observations, planning for how teachers will play an active roles in the design of the program and implementation, if/how mentors will play a role, co-teaching roles, how administrative support will be differentiated for teachers based on experience level and individual needs

Differentiated Instruction

All differentiation of instruction begins with student assessments. Students take pre and post diagnostic test in all content areas and a determining of learning styles begins. Among some of the techniques used are: Scaffolding, Direct Instruction, Inquiry-Based Instruction, Grouping students by interests, Tiered Assignments, Flexible Grouping, Acceleration/Deceleration, Student interest, Peer reading

Rigor

At Mumford rigorous academic preparation is a must for all students. Mumford data tells us that 1 out of every four students in special needs. We begin full inclusion in just a few weeks. One of our strategies for Rigor is to help our struggling readers and writers. We are creating classroom conditions for underrepresented students can do advanced work (i.e. pre-AP, AP, honors). Rigor will also be increased through questioning strategies (Socratic Seminar methods), laboratory experiments using, the use of language of a standard, cooperative grouping classroom settings, use of graphic organizers, designing projects, problem based learning, increase writing in science classrooms, and collaboration with teachers in our building and District.

Accelerating Instruction in Reading and Mathematics

Our Advanced Placement, Honors program, Mustang Edge Online Courses (2nd Semester Year 1)

Literacy Strategies

Content Literacy Continuum, Reading Strategies Across Content Areas, Fusion Reading, Reading to Lead, D.E.A.R.

Aligning Instruction to Standards

Comprehensive Reform Model

We will partner with EdisonLearning Alliance in our reform efforts. EdisonLearning will support the school in a variety ways as outlined below.

EdisonLearning Alliance is the core offering in the EdisonLearning Achievement Services portfolio of highly effective secondary school achievement solutions. Focused at the school level, Alliance targets sustainable improvement, building schools' capacity to deliver an exemplary education with a "no excuse" approach to every student's academic success, and putting in place structures that help ensure high performance on an ongoing basis. Throughout the Alliance partnership, the district retains complete management and operational control of its schools. The EdisonLearning Alliance model provides a unique combination of proven research-based school designs, achievement tools and systems, professional development, and strong local support from an on-site achievement team that can transform schools and make them true centers of academic excellence.

EdisonLearning combines a comprehensive and coherent reform program with on-site support from an Alliance Achievement Team assigned to support the leaders at each school. This team consists of well-trained and experienced professionals who, backed by national support from EdisonLearning, provide collaborative, hands-on assistance and guidance for school leaders, staff, and teachers to help individual schools effectively implement their school improvement plans and meet their goals. All

EdisonLearning offerings are built on the Four Cornerstones™ of highly effective schools: Top Talent, Culture of Aspiration and Engagement, Demanding Content and Customized Instruction, and Achievement-Driven Management. The offerings are comprised of highly evolved, carefully designed components that fit within this foundational structure. Every aspect is interrelated and interdependent, and the offerings reflect this premise. Alliance provides an array of service components, each one playing an important role in driving success. These service components dovetail with one another and provide a total solution that is far more than the sum of its parts.

Top Talent: When it comes to turning a school around and setting it on the right course, strong leadership and great teachers are essential. Alliance places a tight focus on developing leadership and teaching capacity, with services tailored to meet the individual needs of teachers and administrators. Alliance helps good teachers become great by building skills in classroom management, student support, curriculum, and instruction. Areas for professional growth are targeted using tools that let school leaders observe and assess performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet their goals. The Alliance Achievement Team provides hands-on differentiated support throughout the school year to continuously improve and develop the teacher and to help create skills and attitudes that will continue to provide benefits over the long term.

As important as teachers are, they need solid support from school leaders who can help create the achievement-focused school culture that is essential to success. Schools must have strong leaders if they are to become centers of academic excellence. Doing the job well is an enormous challenge that requires a deep understanding of curriculum and instruction, as well as the effective managerial skills needed to develop a high-quality staff and a positive school culture focused on achievement. The Alliance leadership development program helps school principals become strong instructional leaders who have a positive impact on their teachers and students and can build their own leadership capacity. Like teacher development, this process combines dedicated professional development tools and training with on-site support and consultation from the Alliance Achievement Team. Interaction with other school leaders at regional and national conferences also gives principals the opportunity to share information and best practices.

Culture of Engagement and Aspiration (includes College NEXT!): A nurturing learning environment that is conducive to achievement is a vital part of all great schools. That means setting high expectations, engaging and motivating students, and providing them with strong support. A school culture that promotes student achievement is not something that just happens—it is the product of careful, well-planned organization and embedded support that reflects the school's values and goals. The Alliance organizational model creates closely knit, effective learning communities within the school, supported by a schedule and implementation plan that complements and reinforces the school's curriculum and school improvement goals. The structure emphasizes small groups and individual student attention, and also helps teachers

improve their effectiveness by setting aside time for collaborative planning and professional development.

Student behavioral management is also important to creating and maintaining the school's culture. Alliance gives schools, school leaders and teachers the tools and support they need to create an atmosphere of high expectations where student data is monitored to ensure that issues are addressed before they develop into problems and responsible behavior is promoted and recognized. Alliance provides training in student management and the creation of a positive learning environment, supported by a Learning Environment Handbook that serves as a roadmap for the development of behavioral management practices and policies that fit schools' needs.

Edison Learning's College NEXT! Program includes strategies to engage secondary school students early in the concept that higher education is a desirable—and achievable—option for each. The Program itself includes professional development, research materials, resources, and training for all high school administrators and teachers. College NEXT! also provides schools, students and their parents the supports needed for a student to qualify for and be successful at a four-year college of his or her choice. Through emphasis on increasing rigor, relevance and personalization, this program assists Alliance secondary schools in creating a college-going culture and in launching a cohesive college awareness and preparation effort. The key components include the use of the College Readiness Standards (ACT and College Board) as well as The College Board's PSAT Early Testing Program to inform AP (Advanced Placement) potential; use of these components leads to a significant increase in high school student enrollment in AP programs. To ensure that every student is prepared for college, a college-bound culture must permeate every aspect of the school's learning environment. A key first step includes school leadership teams working to create a vision, mission and learning environment that reflect the belief that all students can attend college and will be effectively prepared for success in college upon graduation. In addition, school teams will make sure that a program is in place to establish a college-bound culture for all students starting with 5th graders and up.

Demanding Content and Customized Instruction: One of the biggest challenges faced by secondary schools with a need to radically improve academic performance is the disconnect between expected results and the instruction provided. Often the curriculum does not cover all of the mandated state standards and/or students are not brought to the level of proficiency needed to pass high-stakes tests. The tools, training, and professional development that our Alliance provides are designed to help ensure that the students in Michigan schools will meet—or exceed—state expectations, both in breadth of knowledge and level of proficiency. Companion Guides in reading and math align existing classroom curriculum materials to applicable Michigan standards, enable teachers and administrators to understand what proficiency under a particular standard looks like, and provide tools and strategies to help meet each applicable standard.

Regularly-tracked student performance data enables teachers to customize instruction to meet individual needs and maximize achievement results. The EdisonLearning approach of continuous improvement helps teachers as well, by assisting them in

taking what they learn in the classroom and—through ongoing coaching, mentoring, and development— improve their ability to teach the curriculum. Additional secondary school curriculum and instructional solutions include the Reading Across the Curriculum program, which is a resource that is focused on enabling students to meet state skill standards by helping teachers apply their content area knowledge to reinforce literacy standards and improve student comprehension in all curricular areas.

Achievement-Driven Support: This fourth cornerstone is critically important to the viability of each school because it underlies the other three. The purpose of this Alliance framework component is to keep the school's focus firmly on achievement, establishing a systematic process of continuous improvement that uses assessment data, regular monitoring, and planning to stay on track. EdisonLearning begins every Alliance engagement by working with the schools to carefully examine each of their strengths and weaknesses. This Diagnostic, which varies in its depth according to schools' needs, provides the insight necessary to guide the Alliance team as it works together with school leaders to plan a course of action that blends the school's improvement plan with the Alliance model's best practices, tools, and systems.

EdisonLearning's eEvaluate™ Assessment System of monthly online assessments aligned to state standards (and the ACT for high schools) is an important part of Alliance. Schools use this instructional tool to make sure that the instructional program is proceeding properly and expected results are being achieved. These assessments provide vitally needed input to the ongoing improvement process; the plan of action thus becomes a living document, continuously refined using achievement performance data. Regular reporting helps validate the assessments, helping to ensure that all accountability standards are being met. The eEvaluate™ Assessment System delivers monthly data to monitor progress towards achievement goals in the classrooms and to drive decision-making for school leaders making academic improvement decisions. The on-site Alliance Achievement Team works with the school administration to collect, disaggregate, and regularly analyze the data and to adjust the school improvement plans accordingly. For example, school administrators and the Alliance Achievement Team examine school data and create instructional pacing calendars. With on-site training in state standards and eEvaluate™ assessment data, teachers vertically align instruction across grades and schools adjust their professional development plans. The on-site Alliance Achievement Team works with schools to review and assess the quality of materials, programs, and assessments that are currently in use or to provide suggestions for the adoption of standards-based materials and assessments.

In addition to using the various assessment data, the on-site Alliance Achievement Team also works with the schools to monitor progress towards school improvement plan goals by conducting side-by-side school and classroom walkthroughs as well as through periodic one-on-one and small group meetings with leadership.

However, Alliance is not a one-size-fits-all solution. Schools have different needs, so the Alliance program is designed for flexibility and responsiveness. A dedicated ground team of experts, working daily within the schools, enables the implementation of this site-adaptable reform model. Alliance offers a unique partnership opportunity with

Michigan schools to address particular academic needs in its secondary schools; we build upon current school improvement plans and strengths, and confront identified needs directly. Further, we share with Michigan schools one unifying goal: academic growth for all secondary school students. Growth that is demonstrable and sustainable.

In sum, while the Alliance program is customized to meet the needs of each partnership school, the comprehensive model includes the following general components that work hand-in-hand with each school's improvement plan:

- Intensive, customized on-site and national Professional Development for administrators and teachers, including Leadership Development Systems for principals and leadership teams
- School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team collaborative planning and professional development, and creates a culture singularly focused on achievement
- Learning Environment and Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
- Curriculum management tools and supports that break down Michigan standards, pace instruction, and connect and align curriculum materials to Michigan standards and sample assessment items
- The eEvaluate™ Assessment System that allows teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards, learning to use data is a systematic way
- Achievement and Quality Management Systems that monitor implementation of the Alliance model, track progress toward school improvement and achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements
- College NEXT! Program to engage secondary school students and their families early in the concept that higher education is a desirable—and achievable—option for each; and to increase rigor through increased access to Honors and AP Programs
- Comprehensive diagnostic visit for each school

Professional Development

In a logical progression, results driven education for students requires results driven staff development for educators (Spark and Hirsh, 1997). The process of staff development provides the coaching critical to mastery of new skills (Showers, Joyce, & Bennett, 1987).

The professional development provided at our school will be:

- An outgrowth of school data from a variety of student assessments, including MEAP or MME, NAEP, Q4 Assessments, interim assessments, and unit tests as well as from informal and formal observations of teachers.
- Consistent with district initiatives and documented needs of instructional staff

- Consistent with the prescription that is outlined in the school's improvement plan (September to June)
- Inclusive of all instructional staff for all initiatives, including Special Area and Elective teachers

Common planning periods and times as well as staff meetings will be used to implement professional development activities. In addition, district staff development days will be used to provide professional development in conjunction with common planning time and staff meetings. Note that all staff used to cover classes during professional development will be highly qualified and trained in all district initiatives being used in the school.

We will determine the desired outcomes of professional development and monitor the effectiveness of all professional development activities. Data on the extent to which the professional development was meaningful to those involved will be collected. In addition, the extent to which professional development changes instructional practice will be collected and used to make future decisions about the professional development offered. School leaders will provide regular, detailed feedback to teachers to help them continually grow and improve their professional practice.

As the school's partner provider, EdisonLearning Alliance will support the school with intense professional development. The Alliance Achievement Team will provide principals and teachers with ongoing, job embedded, on-site professional development including local training sessions and one-on-one coaching, modeling, and mentoring. The strength of the on-site Alliance Achievement Team is that it can customize the support and training it provides to specific individual needs. The Alliance Achievement Team will provide training and follow-up, reinforcing the lessons learned and ensuring that the training makes its way back into the classroom and school. This key difference ensures that positive change takes place and that capacity is built within schools.

Leadership Development

The Alliance Leadership Development Program provides school leaders with the resources and customized support they need to grow professionally and develop the skills they need to become strong instructional leaders of high-achieving schools. Through implementation of this program, student achievement and the leadership capacity of existing principals will improve by principals becoming exemplary instructional leaders, builders of school culture, organizational leaders, site managers, and collaborative partners based on an understanding of best practice; reflective practitioners and engaging in the cycle of reflective practice, which continuously flows from goal setting to action to reflection; and continuous learners, growing over time from performance level to performance level.

Proven Leadership Models: At the core of the Alliance Leadership Development program is a model of distributed leadership with strong instructional leadership from a principal supported by a highly-effective administrative and instructional leadership teams. This model is the key to creating a leadership structure that will plan and drive the work needed to improve student achievement and developing professional environment

within schools with clear roles, responsibilities and accountability. Research-based frameworks and rubrics that reflect the best practices and key attributes of strong leaders provide a foundation for personal growth plans that guide the program's implementation.

National Leadership Team Training: A week-long national EdisonLearning Leadership Team Training conference brings new principals and leadership team members together to help them solidify their goals and work effectively as a team. A wide variety of workshops and training sessions provides venues in which leadership teams learn about creating an inspiring culture and building the vision for their schools. The teams receive in-depth training and support while they work collaboratively on achievement planning, student management, and team building in anticipation of their first year as Alliance partners. In addition, Instructional Leadership Teams from each school attend the Instructional Leadership Conference (ILC) in the fall. The 2010 ILC will focus on Response to Intervention (RtI) implementation, including taking the inclusion model to the RtI level.

National Principal Conferences: Principals attend national EdisonLearning Leadership Development Academy conferences, where they attend sessions on a variety of topics on effective leadership and management delivered by experts in the field. In addition to attending training sessions and workshops, principals meet other instructional leaders from across the country, sharing best practices and learning from others' experiences.

Continuing Local/On-Site Support: The Alliance Leadership Development program provides principals and their leadership teams with ongoing, local training and on-site mentoring and peer-coaching that targets individual areas of need and builds on training received at the national conferences. An on-site Alliance Achievement Team works closely with principals and their leadership teams to review and analyze achievement data, monitor progress toward the school's improvement goals, and provide the training and coaching they need to continue their professional development. With strong leaders at the helm, schools are well positioned become high-achieving centers of academic excellence.

Teacher Development

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. The Alliance Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term.

Personalized professional development for teachers: Teachers have different strengths and weaknesses, which is why Alliance offers teachers a personalized training and

support program that meets their individual needs. The on-site Alliance Achievement Team works with school leaders to develop personal growth plans for teachers based on research-based frameworks, either those from the school or EdisonLearning's framework, for highly effective teaching. The Team then provides focused coaching, mentoring, and lesson modeling for teachers that target their identified growth areas.

Team and school-wide professional development: In addition to focused one-on-one support, teachers also receive training on implementing the Alliance program and on school-wide areas of need. These site-based professional development sessions provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. A wide range of professional development is provided, including training on use of data, including the eValue™ Assessment System, Reading and Writing Across the Curriculum, rigor and relevance, creating a positive learning environment, student management, differentiating instruction, co-teaching/inclusion, and curriculum alignment and pacing.

The Alliance program provides teachers with the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end. In addition, the on-site Alliance Achievement Team works with school leaders to determine appropriate training for support staff. Instructional support staff routinely participates in the professional development provided for teachers. Other support staff participates in training as relevant to their needs, and often participates in the learning environment and student management training.

Social-Emotional and Community Oriented Services

Activities designed to initiate, increase, and improve parent participation at the school level include:

- 1) Parent Forums – Presented by Parents, Teachers, Community, Student Assistants on monthly topics such as: How to raise Academic Kids, Creating Home Learning Environments, Communicating and Dealing w/Teenage Children
- 2) Parent Data Nite – explanations on how to read test scores from formative and summative assessments
- 3) Curriculum Night –explanation of Mumford Curriculum Model
- 4) How to Communicate with School and to Your Child
- 5) Local School and Community Organization (LSCO) meetings every third Thursday of month
- 6) Parent Teacher Conferences

Sustainability

The school and its partner provider, EdisonLearning, understand the importance of developing clear plans for sustaining reform efforts at the end of the partnership so that the school will be self-sufficient. The EdisonLearning Alliance model focuses on building site-based capacity, transferring knowledge, and training staff so that academic achievement and school-based academic improvement will continue long past the conclusion of the partnership.

The emphasis during the partnership with EdisonLearning is on developing site capacity and the expertise of the principal, other school administrators, and instructional leadership team members so they can support staff members and take on the responsibility of training and supporting future staff and driving school improvement efforts. The focus is on distributed leadership and intensive professional development which supports the school's improvement goals. By building leadership capacity throughout the school, leadership team members will engage in shared decision-making and collaborative planning, as well as serve as resources through peer observations, model lessons, and reflective dialogue. In addition to focusing on creating a system of distributed leadership through leadership teams, EdisonLearning will also focus, during the initial years of the partnership, on developing the school's internal capacity to successfully implement the EdisonLearning Alliance model and instructional strategies.

The on-site achievement team will collaboratively plan with the school's leadership to develop and deliver professional development and engage in other reform strategies, with the Alliance team, often directly providing professional development and modeling at the beginning of the partnership. At the same time, the principal and leadership team members will receive regular coaching to support their professional growth and build capacity. Over time, by the end of the first year or the beginning of the second year of the partnership, the principal and leadership team members will facilitate more of the professional development and reflective dialogue with teachers and other staff while the EdisonLearning Alliance team will continue to work collaboratively with all parties, providing side-by-side support and modeling as needed. By the end of the contract, EdisonLearning and each school will ensure that there will be defined processes and protocols that consistently drive improvement planning, including for collaborative meetings, data collection and analysis activities, and monitoring of instruction and progress toward goals; leadership and other school teams will be fully trained so that schools can carry forward their focus on data-driven decision making and professional development to effectively support improvement efforts.

A plan for sustaining efforts at the end of the funding period will be developed mid-way through the partnership to outline what is needed to ensure that capacity is built at the school and the reform efforts will continue once the partnership concludes. Key stakeholders, such as the principal, leadership team, school improvement team, and teachers will be included in the development of the sustainability plan. The plan will reflect expected change in the culture of the school and will tie into the school's improvement plan. Areas that may be addressed as a sustainability plan is developed

include school improvement planning, curriculum support, formative assessments, professional development, leadership and teacher coaching, funding, and how support will be provided to continue necessary policies and practices.

1) College environment settings in high schools

- We must have a College Specialist, someone whose function is to focus on creating a college bound culture at Mumford. We request this for two-three years, and the person hired must know that their job would be to build capacity within the staff within a certain time period.
- Job duties include scheduling trips to colleges for students - and to some places that they don't traditionally visit. Make sure that every student in the school gets to participate in at least one trip each year, and we want to ramp it up as the students move up in grades
- The College Specialist will develop a speakers series related to college for all grade levels 9-12
- We need the book Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov for every instructional staff member (required reading for Mumford staff members). This can be used by the administrative and instructional leadership teams, plus EdisonLearning, to support and work with teachers.

Research Findings To Support Mumford Alliance Schools SIG College Environment Applications College Environment Settings in High Schools

Atkinson, R.D., Hugo, J. Lundgren, D. Shapiro, M.J. Thomas, J (2007) Addressing the STEM challenge by expanding specialty math and science high schools. Washington, DC: The Information Technology and Innovation Foundation.

Byrd, S. Ellington, L. Gross, P., Jago, C, & Stern, S. (2007, March) Advanced Placement and International Baccalaureate: Do They Deserve gold star status? New York: Thomas B. Fordham Institute. Retrieved from: http://www.edexcellence.net/detail/news.cfm?news_id=378

2009 AGI Conference Report. "How High Schools Become Exemplary". The Achievement Gap Initiative at Harvard University, 2009.

Note: The Achievement Gap Initiative (AGI) at Harvard University is a University-wide endeavor based at The Harvard Graduate School of Education and The Malcolm Wiener Center for Social Policy at The Harvard Kennedy School of Government. Its purpose is to focus academic research, public education, and innovative outreach activities on a critically important national challenge.

Raphael, Jacqueline, and Julia Kassissieh. "Accelerated Support and Advanced Learning". *Principal Leadership*, NASSP. January, 2010:36-39.

Note: Professional development that touts strategies and techniques to enhance literacy across content areas will yield high results. Example: PD that builds foundational skills around analytical reasoning, logical fallacies, analyzing arguments, inductive/deductive reasoning, creating conditions to prepare students for pre-AP, AP, honors course, vocabulary knowledge, content knowledge, etc). Also, PD aligned with The University of Pittsburgh's Principles of Learning (i.e organizing for effort, academic rigor, accountable talk, apprentice learning, etc) and the use of diverse texts and intensive writing undergird/permeate college prep programs in some of the most academically rigorous high schools in the US (i.e. Boston Latin, Lexington High (Mass), Sidwell Friends, The University of Detroit Jesuit High, Woodward Academy (ATL), Whiney Young (CHI), CICS Longwood (CHI), Cass Tech/Renaissance, etc)

2) Administrator training, i.e. instructional rounds

- We want to create a Mumford Leadership Academy where the administrators receive training in various aspects of leadership, including instructional rounds. A part of this can include training in Power of Teaching, which helps administrators help teachers understand and learn about teaching behaviors that have the biggest impact on learning
- Plan a quarterly retreat for the administrative team so that uninterrupted time can be spent reviewing progress and planning for the next quarter
- Invite people in, including the Edison Learning team, to conduct instructional rounds with the administrative team; debrief and plan next steps after each round
- This would also be good to do with the Instructional Leadership Team (hold a quarterly retreat, conduct regular instructional rounds)
- Purchase professional books to assist with this, especially Richard DuFour's books on building professional learning communities and Joseph Wise's *Power of Teaching*

Research Findings To Support Mumford Schools SIG Administrator Training Applications

I. Administrative Training (i.e. instructional rounds/research by R. Elmore)

Abrashoff, Captain Michael. *It's Your Ship; Management techniques from the Best Damn Ship in the Navy*. New York: Business Plus, Hachette Book Group, USA, 2002.

Central Office Transformation for District Wide Teaching and Learning Improvement-Executive Summary. Center For study of Teaching and Policy, University of Washington, April 2010 (commissioned by The Wallace Foundation).

City, Elizabeth and Elmore, R, Fiarman, S, Lachman, A, Teitel, L. *Instructional Rounds*: Cambridge, Mass. Harvard University Press, 2009. GREAT BOOK!!

Engler, Carol. *The ISLLC Standards in Action. A Principal's Handbook*. Pouhgkeepsie, NY: Eye on Education, 2004.

Haberman, Martin. *Star Principals Serving Children in Poverty*. Kappa Delta Pi, International Honor Society in Education, 1999.

Public Education Leadership Project (PELP) joint HGSE/HBS initiative. *Managing School Districts for High Performance: Cases in Public Education Leadership*. Harvard University, PELP, Cambridge, Mass Nov. 2007.

3) Financial incentives for teachers and bonus (i.e. perfect attendance incentive, others)

- The best way to find out what is actually an incentive to teachers is to ask them. It would be good to put together a Teacher Incentive Team or work group that can advise the administrative team on this. Maybe outline such a team in your application and ask for a lump sum that will be used to support recommendations from the team.
- I'm not sure if the SIG funds can be used for food -- if so, it would be nice to host a monthly recognition breakfast or something like this for teachers just as a general thank you. I find that little recognitions on a regular basis go a long way...
- Definitely include stipends for teachers who serve on the Instructional Leadership Team

4) Effective teacher evaluation tools for administrators

- We recommend using Power of Teaching, already mentioned above, and the Teach Like a Champion book.
- It would be good to get our substitute teachers in for Instructional Leadership Team members to be able to participate in training for these, maybe every six weeks or so.

Research Findings to Support Mumford SIG Effective Teacher Evaluation Tools for Administrators

David, Jane L. "Using Value-Added Measures to Evaluate Teachers". *Educational Leadership*. ASCD. May 2010: 81-82.

Donaldson, Morgaen. "No More Valentines: What Will It Take To Make teacher evaluation a useful tool for improving teaching and learning?" *Educational Leadership*. ASCD, May 2010: 54-58.

Lawrence, Edward et al. *The Marginal Teacher*. Thousand Oaks, Ca: Corwin Press: 2005.

5) Credit recovery programs in high school to map out strategies for continuous school improvement. Provide Online instruction for Mustang Edge kids.

- Ideally we request to hire a Credit Recovery Intervention Specialists who can develop a strong credit recovery program and focus on overage/under credit students, which will include counseling them, supporting them, encouraging them, making sure students have mastered material before being awarded credit, helping institute an early warning system, etc. Similar to the College Specialist, this person would set up a strong program over a 2-3 year period and build internal capacity. They would review data to help inform instructional decisions that will, over time, reduce the number of students needing credit-recovery options. As teaching becomes more effective throughout the school and the needs of students are being met by all teachers, there should be less need for credit recovery.
- We want to up a separate a program for overage/under credit students to offer them smaller classes to double up on requirements (no electives) so they "catch up" in a year. Have this be a self-contained program where the teachers get to know the students well and can stay focused on making sure the students are caught up.
- To target students who are advanced we recommend Online Instruction using Blackboard system. We want to train two-three teachers in Blackboard through courses offered at Wayne Resa/or other off-side location to assist kids who may be on the road to graduating and attending college early. Requirement of a 2.5 cumulative grade point average is in effect for the Mustang Edge Program. Mustang is the name of our school mascot. We are called the Mumford Mustangs.

The following are additional strategies designed to support the implementation of and develop a technology-centered environment with education technicians who will provide technical assistance to staff and students.

k) Teach skills to help teachers differentiate instruction for students with special needs. Feature sample assessment questions that are frequently tested on high-stakes exams.

- l) Our Mumford students will face intense competition for college admission. They will also encounter a job market that is more challenging than ever before. We as a staff, parent and community will provide the efforts to effect change that helps our students reach the highest levels of achievement. By doing this we will provide them with a key that opens up life options and prepares them for what they will face in the future.
- m) Develop personal growth plans for teachers based on EL's research-based frameworks for highly effective teaching
- n) Develop EDP (Educational Development Plans) for each student at Mumford
- o) Help our teachers embed end-of-year standards and skills into reading and math instruction throughout the year
- p) Promote school culture by hiring a Dean of Students (DOS) who will direct and coordinate school programs at Mumford to prepare students for college. (see attached job description)
- q) Promote learning environment with instructional specialists (i.e. math coach) and teacher incentives.
- r) Utilize the services of an Attendance Agent to ensure attendance patterns, tardy issues, and data is tracked for mobility which includes reduction of suspensions, expulsions, etc.

Proposed Activities

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

- a) We use and integrate technology-based interventions. In order to implement technology that is data supported throughout the building we will create an environment that fosters data driven initiatives and activities.
- b) Our scores from last years ACT/MME, NAEP Tests, Quarterly Benchmark scores, PSAT, MEAP, Content Literacy Continuum scores in Reading, and Kaplan Pre and Post Tests data will be placed inside of the students ELP (Education Learning Portfolio).
- c) Education Learning Portfolios are designed to give students and parents an outlook on how data is used and how it is collected and distributed. Target areas of weakness and strengths will be noted so that every student know how to use data.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
- d) During our Parent Data Night each grade level of students will be given the opportunity to understand how data works and its impact on the college admittance process.
 - e) In order to implement this data plan we need qualified Media Specialists, Technology Coordinator, and Education Technician who will work to provide oversight in order to generate data and arrange it in order to be distributed to parents. This is but one of our technology-related interventions at Mumford High School. Others include The use of clicker systems in classroom, Smart Boards, over-heads, computer generated progress reports, lap tops in our media center, use of the District managed Learning Village and Data Director for quarterly benchmarks are designed to expose students to a high degree of technology functions and ensure students know how to care for and respect technology in every capacity.
 - f) Over the summer more than 20 Mumford teachers were trained how to use the Districts Learning Village and Data Director website portals. More professional development training is forthcoming. Teachers will print data before from the Learning Village and Data Director websites in preparation for Parent Data Night (will be added to our School Calendar during October 2010). During this night (to be held in the auditorium and gymnasium Parents will enter the building based upon the following schedule.9th grade – 3:00 – 4:00 p.m.; 10th grade 4:00 p.m. to 5:00 p.m.; 11th grade 5:00 p.m. to 6:00 p.m.; 12th grade 7:00 p.m. The purpose of this Night is to distribute and collect data under the four data types for our Mumford Needs Assessment and the collection areas (by use of surveys and forms): performance, achievement, perception, program, and demographic. Although all types of data will be collected parents will attend a Data Talk in the auditorium then proceed to their child's classrooms based upon a scheduled time increment where data will be distributed. The goals here are to teach students and parents about the importance, relevance, and newfound commitment we all have to make towards data. Students will be given EDP during this time.
- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The primary educational goal of our Mumford Benchmark System and EdisonLearning support is to measure progress that can be communicated by each and every student and teacher. The benchmark system is an assessment supported quarterly by the District and can be retrieve in real-time through the Learning Village and Data Director. Quarterly Benchmarks for each student can be retrieved and uploaded for printing purposes for reading and math. This is but one formative assessment tool we use to collect data. As previously mentioned we have other methods of data collection to across all four data performance levels. We also utilize CLC and our students were assessed in the National Assessment for Educational Progress as well. Measurements for each assessment are generated, and results circulated to teachers and students. The goal of each assessment is for teachers to shape their instructional around areas of student deficiency. This data is baseline and designed to ensure we are delivering the most appropriate instruction for our students.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

A detailed professional development plan, aligned with National Staff Development Council standards, will be developed collaboratively by the Administrative and Instructional Leadership Teams. The plan will be focused to improve the learning of all students through our collaborative team structure where adults function as learning communities. The work of all teams will be aligned with the goals of the school and district. Professional development planned will be ongoing for the purpose of continuous instructional improvement. Our professional development plan will be developed based on disaggregated student data, using multiple sources of information, and using appropriate and collaborative adult learning strategies. Our plan will also assist staff in holding high expectations for the academic achievement of all students, help create an orderly learning environment, and provide staff with research-based instructional strategies to assist students in meeting rigorous academic standards. The plan will also outline professional development to assist staff in using various types of classroom assessments appropriately. Finally, we will provide professional development to provide staff with knowledge and skills to involve families and other stakeholders appropriately.

Professional development will be provided this school year for instructional staff in order to effectively implement our school improvement plan and the activities outlined in this application:

Attached is a Profession Development calendar that addresses each area aforementioned.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

5) How technical assistance works in schools - RTI, Learning Village, Balanced Literacy, Data4ss.com, Data Director

- The key for our staff is to truly have time to use RTI, Learning Village, Balanced Literacy, Data4ss.com, these is to truly have time to work with teachers and provide enough ongoing PD. Teachers are being asked to absorb and apply a lot of information in a short period of time, and they need it broken down in small steps so they can learn and master pieces before adding the next piece. Plenty of PD needs to be allowed for during the year and money needs to be allocated to compensate teachers for extra time on this.
- We recommend purchasing the book *Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning* for every instructional staff member (including administrators) to support use of data for the technical assistance you've outlined above and to improve and adjust instruction. With a new Technology Coordinator and Education Technician we can realize our goals.

Research Findings To Support Mumford SIG Application How Technical Assistance/Technology Work in Schools

Ash, Katie. "K-12 Mobile Leaders: School administrators turn to smartphones to stay in regular contact with employees and parents". *Digital Directions, Education Week*, Spring/Summer 2010: 32=37.

Bushweller, Kevin. "Powering Up Change: The use of mobile devices for learning is sparking a shift in the ed-tech landscape, but its impact on student achievement is unclear". *Technology Counts, Education Week*. 18, March 2010: 10-11.

Huber, Katherine. "Professional Learning 2.0". *Educational Leadership*. ASCD, May 2010: 41-46.

Empowering The 21st Century Superintendent; "5 themes and action steps for technology leadership". Washington, DC: Consortium for School Networking, 2010.

Note: RTI can be used rather effectively in conjunction with EdisonLearning's eEvaluate system. Edison Learning has done extensive research on RTI and has developed various RTI professional development pieces, as school leaders have to choose develop an RTI configuration that best meets the needs of its students and the certain structures (i.e. master schedule) may have to be changed/modified to accommodated tier intervention services such as RTI.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed	
• Leadership councils Composition		X		
• Principal Authority/responsibility	X			
• Duties – teacher	X			
• Duties - principal	X			
• Tenure	X			
• Flexibility regarding professional development activities	X			
• Flexibility regarding our school schedule (day and year)	X			
• Waivers from district policies to try new approaches	X			
• Flexibility regarding staffing decisions	X			
• Flexibility on school funding		X		
Job-Embedded Professional Development				
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X			
Polices/ Practices	In Place	Under Consideration	Not Needed	
• Schedule	X			

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

• Length	X			
• Financing	X			
• Instructors		X		
• Evaluation	X			
• Mentoring	X			
Budgeting				
School funding allocations to major spending categories • School staff input on allocation	X			
• Approval of allocation	X			
• Change of allocation midyear	X			
Major contracts for goods and services • Approval process streamlined		X		
• Restrictions (e.g., amounts, vendors)		X		
• Legal clarifications		X		
• Process		X		
• Stipulations (e.g., targeted vs. unrestricted spending)		X		
• Timeline	X			
• Points of contact	X			
Auditing of school financial practices Process	X			
• Consequences	X			

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

